

Donna Cross - Three Card Shuffle

Outcomes

Students will be able to:

- Examine the extent of influence of others to bully / be a supportive bystander / respond as someone being bullied.
- Practise strategies to assist others who are being bullied or help your self if you are being bullied.
- Practice actions they can take to cope effectively with a bullying situation.
- Take action to reduce their personal harm or harm from others from bullying.

Preparation

- Coloured paper – Set of four colours, 1 per student
- 3 sheets of butchers' paper and 3 felt pens

Procedure

- Explain to students they will be using their own and others' personal experiences to create role-plays.
- Discuss the features of being assertive (DO: have positive and strong body language, stay calm, say how you feel, maintain eye contact, don't rush your decision / action take time to think, firm voice and look confident; DON'T: apologise or say sorry, whisper, look guilty or scared, get angry or be a bully). Remind students that being assertive is a way to ask for something you want as well as refuse something you don't want to do.
- Divide the class into three groups by distributing the coloured paper. Divide each colour into smaller groups of about 4-5 giving each group a large sheet of butchers' paper and a thick felt pen. Have each group brainstorm ideas for **one** of the following;
 - What types of bullying is directed at students your age (eg: being excluded, images on SNS sites etc)
 - Where are some places students your age may be bullied (eg. at a party, waiting for the bus after school).
 - What are some typical ways some students react to this bullying (eg: get angry, upset, revenge attacks etc)
- Have groups select their 5 best responses and write these on each of the 5 pieces of card they have been given ie one per person.
- Ask each person in the group to take one card and move and find with one person from each of the other colour groups to form a group of three (ie. one person with a red card, one with a green and one with a yellow card in each group).

- The three cards combine to form a bullying scenario, ie. What type of bullying is happening, the effect on the person being targeted and where is this occurring.
- To 'innoculate' students socially to more automatically respond in an effective way students need to practice dealing with the situation from different perspectives and hearing from socially credible peers (not necessarily teachers). Also using these scenarios means they are real for the students ie: they are more likely to experience them at school and no-one needs to model bullying to practice ways to respond in each situation. Have students discuss their scenario and decide what level of harm is likely to be experienced by the person being bullied and suggest what actions they could take if they were
 - the person targeted
 - bystanders to the situation
 - the target's best friend
 - the target's sibling
 - the person bullying's friend
 - related to the person doing the bullying
 - etc
- When students have had time to consider their response and practice this have the person whose card represents the place the bullying occurred move to form a new group and create a new situation. Rotate students by moving different coloured cards or shuffle by having all students move to give students practice in different situations.
- Students could also role play their response to these situations and once or twice during each role play, tell students to freeze for the teacher to play devil's advocate and interview the characters. Eg: "tell us Lei, aren't you worried that your friends won't accept you in their group if you step in and help the target?" Alternatively create a variety of zig zag cards to complicate the situations for students eg: no adult is around; you are on a website you are not allowed to use when you are bullied; the person bullying has previously targeted your sister etc... this will create further dimension to the role play.
- Discuss:
 - Which situations were the most difficult to respond to? Which were the easiest? Why?
 - What types of responses were most successful for dealing with the bullying situations? Why?
 - Which responses have you seen used in real life by people who have supported someone who was being bullied?
 - Which responses could you use if you were a bystander / target? What would help you to respond better?